

# JUNIOR RED CROSS

## NEWS

*January 1924* "I Serve"



A Happy New Year to Everybody!



Words by Ethel Blair Jordan.

Music by Jaroslav Kricka

Tempo di marcia, moderato; with energy.

We proud-ly bear our coun-try's flag, And

*(m.s. mod)* *mf* *rit* *(m.s. mod)* *mf* *(f)*

brave-ly serve our na- tion. We faith-ful-ly de- fend the right, By deed and dec-la- ra- tion.

*diminu. marcato* *diminu. marc.* *(f)*

A- lone or with our com-rades true, We work for truth and beau- ty. And wave the Red Cross flag on high A-

*cresc.* *molto*

bove the path of du- ty. For u- ni- ver- sal peace we strive, With Love our way is ligh- ted;

*(Tamb. piccolo)* *ad lib.*

For ser-vice to hu- man- i- ty The Jun- iors stand u- ni- ted.

*dim.* *Tamb. drum*

Repeat from beginning (from flourish)

### Story of the Song

"A Junior World Song" is republished herewith from JUNIOR RED CROSS NEWS of January, 1922, as a result of requests for it, and for the purpose of promoting general familiarity with it. The substance of the words has been published in at least six languages—English, German, Czech, Slovakian, Magyar, and Swedish—so that it has become truly a world song. The music, which is a stirring march, was composed by a Czecho-Slovak; the words are by an American poet.

# Supplement to Junior Red Cross News

## The Teacher's Page

BY ELIZABETH D. FISHER

### Junior Red Cross in the School—Organization

**“W**E ENROLLED the whole school in one Junior Red Cross Auxiliary by making every class a Junior Red Cross Club and enrolling every child in the class as soon as some service had been done that would entitle him to membership.

Each club selected its own officers and planned its own program of active service. In this way we enlisted every child in the school of 3,000 in the work of the Junior Red Cross; first in his own class club and then in the school as an auxiliary, and finally in the American Juniors. This interest was a definite, eager, enthusiastic interest that made every child work.

“There are no formal after-school meetings, but meetings may be held at any time during the lesson periods that are best adapted to it; e. g., in the current events class the Junior Red Cross News is read aloud to the class and plans are made for taking up new cases for service; or, a meeting may be held during a period in English composition when the meeting deals with the selection of the name for the class club, and the lesson in English can be drawn from the interesting discussion that has arisen when the children are asked to study the lives of Florence Nightingale, Grace Darling, Clara Barton, and to write a biography or a five-minute speech about the heroine; or, in a civics period the election of officers of the Junior Red Cross Club will furnish for the class an object lesson in voting, use of the ballot, and in the conduct of all representative democratic institutions. The officers should always conduct the Junior Red Cross meetings, thus giving the class constant practice in parliamentary procedure.

“MARGARET KNOX,

*“School No. 15, New York City.”*

If a boy, or a girl for that matter, decides to go to a circus or make a kite that will fly; nothing is too much work—no obstacle is too great to surmount.

All of us are endeavoring to have our pupils attack regular school problems with that same vim. Yet it is a

“Red Letter Day” in any school when the pupils feel that degree of whole-heartedness.

**“Interest the Golden Key”** *The Junior Red Cross Meeting,* whether held in some regular class period or in a period set aside for it, is a hot-bed for whole-hearted interest. “What new projects shall we undertake this month?” holds something akin to magic for any group at the beginning of the month. The Junior Red Cross calendar always offers suggestions for them.

**B**Y WAY of illustration, a particular group may discuss a school museum in their meeting. They have some unusual stamps and coins, a mounted moth and Indian arrow head; and they can get many more quaint curios—John offers a miniature lai his father brought from Hawaii. This museum will be a real gift to their school—something other children will

enjoy and use. They will invite their parents and school superintendent to see it. Through some such discussion

as this, the children feel desire and purpose—vim—somewhat akin to that which the circus arouses.

#### A Project— School Museum

The minor projects and problems growing out of this desire to make a school museum are many and varied. They go into nature study, agriculture, art, and manual training, as well as history and geography.

##### 1. “What shall we put in our museum?”

Collections of unusual stamps and coins; of moths and butterflies; of harmful and helpful insects; of pressed wild flowers, denoting those in danger of extermination; of Indian relics; or similar collections may gradually be undertaken. The letters and post cards from foreign children will be among the rarest articles in the museum. In this connection any teacher may well ask her pupils if they should like to receive a costume doll showing native dress and pieces of miniature furniture from their foreign friends. (See last paragraph on this page.)

##### 2. “Where shall we place the museum?”

A committee may be appointed to consider this, discuss it, with the teacher and school principal, and report at the next meeting.

##### 3. “How shall we protect or house our exhibit materials?”

A cupboard low enough for the children to see may be made with shelves and perhaps glass in the doors. It may be possible to borrow such a cupboard or necessary to use open shelves or tables.

Suitable boxes with removable covers and glass top containers for the individual specimens in the collection may be made.

**A**NY group of Juniors would be delighted to receive costume dolls, miniature furniture, etc., as well as samples of hand work, from their correspondents—be they Hungarian, French, Filipino, or Indian. In this case they should make some of these things and start the exchange. Their friends will be delighted.

#### Costume Dolls

The dolls may be dressed in class, at intermissions, or at home; however, in any event there is opportunity for much worth-while class discussion.

##### Valuable questions for class discussion:

What style of dress is most typical and sensible for given occasions in America?

What materials are most economic and appropriate (both for outer and undergarments)?

Ideas which will crystallize during these discussions: That the costume dolls sent represent America to children in other countries.

That the kind of clothes we Americans wear bear a very definite relation to our national life—economic, hygienic, and patriotic.

## THE JANUARY NEWS IN THE SCHOOL

**“W**HAT have we given various children abroad and how are they using these gifts?” is a geography problem based on the “National Children’s Fund” article, pages 69 and 70. The children’s solution will take some such form as the following:

### GIFTS TO FOREIGN CHILDREN

### USE OF THESE GIFTS

#### France

Competitive scholarships, children’s libraries, and playgrounds.

Children go to school to the libraries and to the playgrounds where they work, play, and read together.

#### Hungary

Garden tools, linen embroidery thread, book binding tools, to the crippled children in the County Home, Budapest.

The children made a garden of all colors and pillow slips for the children’s hospital. They bind books and sing “My Country ‘Tis of Thee” in English.

#### Rumania

Aid in organizing Junior Red Cross societies and in publishing a Junior Red Cross magazine in their own language; materials for clothing; materials for weaving to a number of needy schools.

They choose “One for the Other” as their Junior Red Cross Motto; they give parties for children in the orphanage; they make clothing for poor children; and they make hats, baskets, books, etc.

#### Albania

Albanian Vocational School in Tirana.

The boys farm the 70 acres of land to help pay expenses, and they make most of their farm tools in their shops.

What is the purpose of such a problem? To the children it is to learn what Juniors in other countries—

### “Children’s Fund Carries Service to Many Lands”

children like themselves—are doing with gifts they have helped to send. And they enjoy it. But how does it help teach geography? In spite of our effort to introduce live material into geography, the children in our schools are still, for the most part, learning locations, industries, and effect of physical features. If through such means as solving the above and similar problems, our pupils meet other children in various countries doing things in which they themselves have some part, they become personally interested. They are co-workers, as it were, with these children and form vivid pictures of them—the Hungarian children working in their many colored garden and singing in broken English “My Country, ‘Tis of Thee”; and the Rumanian children weaving their own hats. Then when they study these countries in their geography they have a warm personal interest in these people with which to associate the facts of location, industry, and physical features. *These geography facts stick.*

Through this work we are not only teaching geography facts in a pleasant, effective way but we are doing our share in little by little filling the countries of the world with people who to the minds of our American children are their friends. As a result of our work and that of teachers in other lands, all countries will tend to become peopled with friends; understanding and sympathy will gradually take the place of ignorance and distrust.

If our children work for the National Children’s Fund and follow the News reports of what their gifts enable children in other lands to do, they will gain in understanding and sympathy.

**T**HE making of posters showing means of raising money to help children at home and abroad will increase interest (p. 79).

“Travel, economic and commercial tendencies, have at present gone far to break down external barriers; to bring peoples and classes into closer and more perceptible connection with one another. It remains for the most part to secure the intellectual and emotional significance of this physical annihilation of space.”—Democracy and Education—Dewey.

### “The Wise Penny”

**I**T IS not only to know of peoples or even to know them, but it is to feel for them and with them which insures understanding and sympathy (pp. 66-68). Music is perhaps the most beautiful as well as the most effective medium through which to convey feeling. Recall the “Auld Lang Syne” of your last class meeting, the children’s Christmas chorus under the stars of a

### “A Junior World Song”

crisp Christmas Eve, or the “Keep the Home Fires Burning” of war times. It is a rare treat fraught with far-reaching possibilities for your children to join in expressing the sentiment of “A Junior World Song” through music—conscious that children in various countries encircling the globe are singing this march of universal love in their own tongues. Not only is it sung by the children of Austria, Czechoslovakia, Hungary, and Sweden, but also by children in Alaska, the Philippines, Hawaii, Canada, South Africa, Australia, Scotland, and England. What shall the next community entertainment be—this song accompanied by an impressive presentation of all the other children who sing it through verbal descriptions or a costume march. The adults of the community will welcome a glimpse of the hope awakened by a world-wide children’s march.

**T**HIS community entertainment will be more interesting if the story of “The Juniors’ Flaming Arrow” (pp. 67 and 68) is related. This vividly expresses how the Junior idea or ideal of helpfulness has spread and is continuing to spread.

### “The Juniors’ Flaming Arrow”

Hospitalized ex-service men or other shut-ins will enjoy this story.

**T**O READ such an experience as “Our Trips to Ellis Island” (p. 72) makes every one of us feel that we have had a share in a delightful experience, also that we should like to undertake similar activities ourselves.

**“Our Trips to Ellis Island”** If your pupils experience this same feeling—have the same reaction to “Our Trips to Ellis Island”—they will be eager to write up their experiences in giving that others may enjoy them.

There is the school paper—one class may tell their most interesting experience in giving to all the school through this paper. If there is no school paper, the bulletin board is a natural, forceful way to spread information. But articles for the bulletin board must be short and spicy—so a splendid English problem. Illustrations attract attention.

There is the possibility of writing these articles so well that the local paper will be glad to publish them. What about a round robin letter to be passed from school to school in the county, each group of children adding the story of their most satisfying experience in giving?



*These smiles of gratitude in Europe are for the work of the American Junior Red Cross and its National Children's Fund*

## THE JUNIORS' FLAMING ARROW

IN a famous poem by a Roman poet named Virgil there is a story of a

By R. P. Lane

strange athletic contest. It took place a long time ago. First foot races were run, then there was a boxing bout, and after that came the archery event. Four men entered this archery event. They could shoot at either a mast of one of the boats, or at a dove that was tied to the masthead. The first man chose the mast as his target and hit to a hair the very center of it. The second man felt that he had to choose the dove, but he disdained to do a thing so ordinary as to shoot a tied bird. He aimed at the all but invisible string that bound the dove, and cut it clean, freeing the captive, which instantly bounded into the sky. The third man watched the dove soaring into the air, and finally shot and

pierced her just as she was entering a cloud. The dove's life was left among the stars that never die, but her lifeless form brought the arrow back to earth. What was left for the fourth man to shoot at? He wanted to do something harder than to hit any earthly object. Lifting his eyes above the mast, lifting them even above the clouds from which the dove had fallen, he shot his arrow straight up toward heaven. To the amazement of all the on-lookers, the arrow burst into flame and, like a star unloosed from heaven, left behind it a long train of light.

The judge of the contest immediately awarded the first prize to this last archer. He had looked farther than any of the other contestants, and his arrow had become a burning flame across the

### May It Embrace the World!

In this present day, when we look for opportunities which would make it possible for individuals as well as whole school classes to take part continually and in various ways in service for others, there is no better means than the Junior Red Cross, with its organization embracing all quarters of the earth. In the Junior Red Cross pupils of all ages and all temperaments can find social activity. This is the organization which should be formed to fulfill the teaching of the Great Nazarene in accord with modern mass-problems in deeds that encircle the world. Children are already taking part in this work in more than 20 countries. May it finally embrace the youth of the world in evergrowing usefulness.

—Hermann Tobler, in an address before the Second International Conference of the New Education Fellowship, at Montreaux, Switzerland.

heavens, carrying with it beauty and illumination.

This is a fable, if you like, but fables are always very true. It is true that those who see farther and dare more than the people around them usually do more for the world. We are told that the greatest thing in life is to do something for somebody else. It takes most of us a long time to learn this; and when we do learn it we first think of "somebody else" as our immediate neighbors. This is as it should be. It is the primary duty of each of us to share the good things of his life with the members of his own family, with the people who live in his own community, with the citizens of his own country. This is an obvious obligation, which nearly all of us recognize who think about such things. In the same way it was obvious for the first three archers in the archery contest to shoot at the things they could see—the mast of the ship, the thread that tied the dove, and the dove itself as it was about to disappear among the clouds. But is there no way in which people whose motto is "I Serve" can emulate the fourth archer and perform acts of service in a way new in the world, a way that will give light to other people everywhere?

There is at least one such way. Since the war we have realized, more fully than we could have realized before, that people suffer and work and are happy or unhappy in much the same way everywhere in the world. Millions of American children discovered that it was as easy, and as much of a pleasure, to be friendly with and to help children thousands of miles away from

them as to help children in the same community. So they did help children in other countries, whom they had never seen, but whom they learned to know and to like through letters and gifts that brought them all closer and closer together. And then a wonderful thing happened. This arrow of helpfulness, which American children had shot out of their own sight, suddenly burst into flame and began to illuminate many parts of the world. Other countries began to form their own Junior Red Cross organizations, and the desire to unite for service and to be of assistance to less fortunate children became a popular and joyous thing among the children of Red Cross Societies everywhere.

We can make this arrow continue to burn brightly by continuing our interest in children of countries other than our own. It is a new thing in history that millions of children can come together in a great co-operative service and over a period of many years make their desire to help be felt clear around the world. Other pages in this issue of the NEWS will tell some of the many ways American Juniors are helping in foreign countries. This work is in turn inspiring other children to show themselves and us how they, too, can serve, whatever the conditions of their life. By helping children in other countries through the National Children's Fund and learning to know them better through School Correspondence, American Juniors can maintain this fellowship of service for effective use in promoting their own happiness and the growing happiness of other children in lands both near and far away.



*New found friends among American Indians are aided by National Children's Fund. Pueblo girl*



*An exchange of hand work and art is going on between Indian schools and white schools. A Pueblo oven*

# CHILDREN'S FUND CARRIES SERVICE TO MANY LANDS

## Activities in France Give New Spirit

ONE of the distinctive contributions to the education of French war orphans made possible by the National Children's Fund of the American Junior Red Cross was a series of scholarships presented on a competitive basis. France, before the war, was divided into 85 departments, but, with the return of Alsace and Lorraine, now numbers 87. Junior Red Cross scholarships were distributed in 40 of these departments. Commenting on the intrinsic worth of these scholarships, a field report declares:

"It is a beautiful gift which America has brought to France. It means that the old French sense of loyalty to the hearth, which is taught the children from their earliest infancy, will enlarge to include the care of all hearths, and also to lend a fagot to another in need.

"A reluctance to go outside the home is the reason why the French child is not quickly receptive to the idea of civic co-operation. To him the street belongs to that other family, the Municipality. He does not feel that he is part of the whole.

"But this is what the American school child is doing. He is bringing, through the Junior Red Cross idea, the group spirit, with its responsibilities and cares. And the French child is sending to us his gift of individualism; his vision of a belief in the power of everyone's own personality. The combination of these two race characteristics is too glorious to even prevision in the pallid dawn of the new era which is just breaking."

Twenty-eight of the scholarships are still maintained.

Seventy-five European playground leaders were trained on the American Junior Red Cross playground at Paris, and are now employed by communities and organizations in France, Belgium, Italy, Poland, Rumania, Austria, and Syria. Playgrounds were also organized in the devastated cities of Rheims and Rethel, while many small towns and organizations were aided in starting playgrounds.

Perhaps the gifts most dearly loved by intellectual and imaginative French children were the children's libraries which the American Junior Red Cross gave to seventeen villages in the war-swept Meuse and the newly liberated province of Alsace.

## Disabled Juniors in Hungary

"At the County Home for Crippled Children is one of our most devoted Junior groups," writes a Junior Red Cross worker in Budapest, Hungary. "The Junior President has never used his legs. He wears a smile



*The Stars and Stripes, "Flag of Good Will," in Hungary. Two Hungarian Juniors are shown with Miss Elsie Graves Benedict (in dark suit), formerly acting European Director of the American Junior Red Cross, now of the Junior Division of the League of Red Cross Societies; and Mrs. Pattie Day Miller, an American Junior Red Cross field representative, who, since this photograph was made, has taken up Junior work among American Indian Schools*

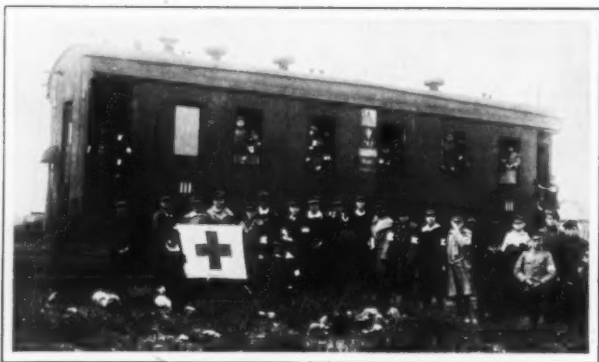
and a Junior badge, and seems not to miss his legs at all. The Junior secretary also has no legs. This group has a garden where utmost freedom is allowed in design. The result is something like a patchwork quilt, but it pleases the eye of the Junior gardeners, and just now the beds, gay with pansies and cowslips, bear witness to their skill. They make leather pocketbooks, do weaving, woodwork, shoemaking. The girls who are able are now beginning simple hand work.

"The American Junior Red Cross has aided these Juniors with garden tools, linen, embroideries, thread. Juniors of other schools have made some of the linen up into pillow-slips for the use of the tiny hospital in the Home.

"It is interesting to know that after the war the Institution was only kept alive by the generosity of the American Red Cross.

"The boys, as a tribute to America, always sing for the American Field Director in English, or what they suppose is English, 'My Country, 'Tis of Thee' and 'Yankee Doodle.' To hear this last in their quaint pronunciation is as delightful as the singing of the Bakule children in Prague.

"All those boys go in for sports and they have



*The first group of Polish Juniors to visit another Junior center in Poland. These school children of Bialystock accepted an invitation of Juniors of Wilno for a week-end visit, and were furnished a special car. The National Children's Fund of American Juniors has aided Polish Juniors in getting a start*

various ball teams, both hand and foot, or what they call football. Those that have legs play football and those that have only arms play handball. There is a large playground connected with the Home and the boys are allowed the utmost freedom in their games.

"Everywhere is a spirit of sanity and wholesomeness and the meaning of the Junior Red Cross is day by day adding its joy to the lives of these unfortunates."

More than twenty-five sets of bookbinding tools have been distributed among Junior schools of Hungary, through assistance given by the National Children's Fund of the American Junior Red Cross.

### Rumanian Children are Grateful

In Rumania, where the American Junior Red Cross has been of assistance in the organization of a Junior Red Cross, in the launching of a Junior magazine, in the maintenance of a seaside resort for undernourished children, and in furnishing supplies for a number of needy schools, the Juniors have chosen the motto, "One for the Other." One of the schools aided is the Boys' Normal School at Constanza. A recent report from Rumania says that the boys of this school gave a Christmas play, the proceeds of which were used to buy bricks for a new school. The Girls' Secondary School, which has also been aided by American Juniors, has adopted the local orphanage and given the little inmates a party. "This was done entirely by themselves," says a report. "Now, with materials from American Juniors they are making clothing for all the poor children of the town. They are planning book-binding work, with which they expect to earn money for their projects, and are taking care of an orphan in the school."

Returning recently from

Constantinople, a Junior worker stopped in Constanza. She writes: "I wish you could have seen the joy in the Boys' Normal School when they found that I left them money for materials for their basket weaving and for the straw hats which they are making. It was pitiful to see how the enthusiastic young professor in charge of the hand work had provided a few pieces of raffia, etc., from his own money in order that the boys might have material to work with. They do beautiful work."

### The Albanian Vocational School

"It has greater inspirational value than anything we have ever created." This comment on the Albanian Vocational School, pioneer school of its sort, established by the American Junior Red Cross at Tirana, Albania, was made by an American Red Cross official following a recent inspection of the institution. It is the purpose of the director of this school, who is a representative of the American Junior Red Cross, to place it upon such a basis that it will not be a burden to the little mountain country of Albania after the eventual withdrawal of the American Junior Red Cross. This plan is being carried out systematically. A field report says of the school:

"The Government has placed at the disposal of the school, farm land of about 70 acres. This is worked by the boys, not primarily as agricultural training, but as a means of relieving the economic situation. The value of such practical training is, of course, obvious, especially as such things as tools for the farm work can be made in the school machine shops.

"The governmental and local interest is increasing and the school is becoming an integral part of the national life. Co-operation has been received from various quarters.

"A graduated scale of fees has been worked out, ranging from 25 napoleons a year to 10, with a number of free pupils, according to the ability of the students to pay.

"A working week of six instead of five days has been instituted, in order to adequately cover farm, shop, and classroom work. This full schedule is approved by the boys themselves, whose thirst for knowledge remains insatiable.

"Groups totalling forty boys have been working in the shops—setting machinery, making and glazing windows and transoms, setting doors, painting woodwork, and so on. The woodworking shop has made handles for spades, hoes and rakes.

"A 'Go-Hawk' library as well as a quantity of agricultural books have been received."



*A charming pastoral scene in Albania, where, through the National Children's Fund of the American Junior Red Cross, a sadly needed vocational training school has been established*

# JUNIOR SCHOOLS IN ACTION

**D**URING the past school year the Juniors of Greater New York made a contribution of \$6,566.47 to the National Children's Fund, designated for the Albanian Vocational School established by the American Junior Red Cross in Tirana, Albania; gave \$1,000 to the Bakule Institute for Education through Life and Work, in Prague, Czechoslovakia; and expended, among other items, the following: Sewing material, \$4,993; eye glasses, \$5,735.66; JUNIOR RED CROSS NEWS, \$9,232; furniture for hospitals, \$1,507.25; toys, candy, dolls, Christmas boxes, \$534.08; first aid boxes, \$169.36; flags, \$45.50; life-saving awards, \$46.79; service certificates, \$53.

Five cases filled with shells, dried sea weeds, corals, baskets, bags, glass bottles containing beans arranged in artistic designs, and all kinds of hand work, reached the New England Division office of the American Junior Red Cross recently from the Virgin Islands. They were gifts for the members of the Junior Red Cross in the Boston schools, from the island Juniors, forwarded in appreciation of gifts of beautifully colored pictures sent to the Virgin Islands by the Boston Juniors last Spring. Some of the shells were packed in the Christmas cartons which carried presents to the children of the Islands a year ago. The collection was classified and turned over to the Director of Manual Arts in the Boston schools, who has made a traveling exhibit of the material which is being sent from school to school to be used in teaching design and color in art classes.

The Juniors of Salina, Kansas, have organized in an enthusiastic way this year and every room in all the schools of that town has sent in a subscription to the JUNIOR

RED CROSS NEWS. The Juniors made Christmas boxes for Fitzsimons Hospital, and donated \$25 to the National Children's Fund and \$10 to the local milk fund.

That the children of Redwood County, Minnesota, have caught the meaning of the Junior motto, "I Serve," was shown not only by their actual service at a county fair held at Redwood Falls, but in a beautiful exhibit which attracted much attention and favorable comment by visitors to the Red Cross room.

The Junior Red Cross of Ranger, Texas, has installed a dental office with equipment for the schools. The Rotary Club of Ranger contributed \$150.

The Report of the Junior Red Cross Chairman of the Camden County, New Jersey, schools, shows that while 75 per cent of the schools were active in Junior Red

Cross work last year, a 100 per cent enrollment in the children's crusade is expected during the present year. Comfort kits for soldiers in the Canal Zone; flowers, fruit, and good cheer for persons in hospitals; scrapbooks for children in institutions, and garments for the needy, are included among the activities of the Camden Juniors. Christmas boxes were filled for foreign children.

A real service has been rendered to the community at Chehalis, Washington, by girl members of the Junior Red Cross. The eighth grade sewing class completed six layettes, which were distributed in homes where they were most needed. Each girl donated material.

Fairview School Juniors, of Bedford, Virginia, presented their school with a hot lunch equipment and made an attractive flower stand and a flower basket to help beautify the school.





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*The United States Government restricts the admission of immigrants in the hope that those who are admitted will learn American ideals and value them. Here is the way New York skyscrapers loom on the horizon as a group of foreign children arrives*

## OUR TRIPS TO ELLIS ISLAND

**A**BOUT two days before one Christmas we drove with all our two hundred boxes to Ellis Island. Arriving a little after four o'clock in the afternoon, we were told that the Island was closed to visitors, but that if we left our gifts we could be certain they would be delivered. We were not satisfied; so, after some persuasion, we were permitted to visit the kindergarten and present our gifts in person.

I am inclined to think our boys and girls enjoyed giving almost more than the little ones enjoyed getting. Such excitement as there was! Mrs. Pratt, the kindergarten, lined up two hundred seething youngsters while we stood behind a door—needed indeed as a barrier. At a signal the children began to sing a few lines of a Christmas hymn in English (and here, mind you, less than three months), and then, as each one marched up to receive his gift, he bowed and said "Thank you" in varying accents.

We enjoyed it, as I have said; but little did we expect what was to follow. As the end of the line was reached and the last box received a bellow arose—I must call it that—when the children began to examine the contents. A lovely little Russian girl, not more than seven or eight years old and dressed like a grown woman, rushed over and kissed my hand very prettily. An Austrian boy seized one of our girls by the skirt and

**By Helen Beeck**

REPRESENTATIVE  
 SENIOR HIGH SCHOOL AUXILIARY,  
 MONTCLAIR, NEW JERSEY

ran down a long corridor talking German vociferously and waving a wooden house in the air; an Armenian boy wept indignantly because in the scuffle he received a girl's box which contained

alas! a string of very bright beads. Two little fellows came to temporary disruption when one discovered that his rubber ball was not edible as was the other's milk chocolate. Peace was soon restored, however, when it was discovered that two could play with a ball and that chocolate tasted better when shared.

Another year we went over after Christmas because we were very cordially invited to a party in the kindergarten. That, too, was great fun, for this time we were entertained. The children marched into the room which had been decorated by their hand work and where stood a beautiful, electrically lighted Christmas tree, a gift of the United States Government. The children, assisted by their mothers, gave a concert. First there was a Christmas hymn, then a duet in Spanish, a Russian song, several recitations, and last, "America" and the salute to the United States flag, both gaining in heartiness what they lost in pronunciation.

After the concert our boys and girls had the privilege of presenting not only our Montclair gifts, but fruit and candy which had been sent by our Government. If it were possible, in two years, I should say our gift giving to Ellis Island kindergarten was becoming a beloved tradition.

# A JUNIOR COUNCIL ON THE JOB

*An Address before a Red Cross Regional Conference*

**By Lois Truex**

SECRETARY, JUNIOR RED CROSS STUDENT COUNCIL, SELMA UNION HIGH SCHOOL,  
TULARE, CALIFORNIA

THERE is a clause in the Constitution of our Junior Red Cross Student Council which runs in some such manner as this: "It shall be the aim of this organization to give service, relief, comfort, and cheer, to those whose conditions of life are less fortunate than ours—" With this aim in mind our projects have been planned coupled with the enthusiasm of our students and the hearty co-operation of our teachers. We have been able to develop sixteen projects in the last two years.

Roll Call Week is an annual project, which comes early in the school term. During this week we endeavor to enroll all of our students in the Junior Red Cross. Last year we were able to turn over \$40 to the Red Cross Chapter of our town.

The packing and sending away of Thanksgivings and Christmas boxes are two more projects which we undertake each year. The chairman of these committees finds no difficulty whatsoever in obtaining candy, raisins, nuts, figs, and whatever else is desired to be put in these boxes. These gifts are sent to the veterans in the different hospitals. For a Valentine's Day gift we send to these veterans gifts of marmalade, jelly, and jam. Because some are unable to bring these in ready-made, oranges, jars, and sugar are often brought instead and the Domestic Science classes make the marmalade, jelly, or jam. At one time we were able to send away 253 pounds of marmalade.

Our Home Service projects often come in the form of "Bundle Day" or "Old Clothes Day." The Domestic Art classes repair these garments after which they are turned over to the Senior Red Cross for distribution among the needy folk of Selma. One time our girls made layettes and garments for small children. These were sent to Belgium.

The boys always co-operate heartily in all of the projects. One year they made cabinets and small tables. These were turned over to the school nurse to be used whenever necessary.

Last year we had a project which was not planned for at the beginning of the school term. One of our teachers received a letter from a teacher in a boy's school in Russia. The terrible hardships and unspeakable suffering of these boys were depicted in such a stirring manner that in less than two weeks our school had raised \$90 as a relief fund. This was sent to Washington, D. C., for use through the National Children's Fund. Sixty dollars bought clothing and \$30 bought food for the boys in this school in Russia. This project made us realize that Russia was not just a far off country, but that there were real boys and girls there who had worthy ambitions. It also made us appreciate our school, our government, and many comforts and conveniences which before we had been too apt to take for granted.

Providing an entertainment for the Old Folks' Home in Fresno is a project which comes near the end of the school term. In this project we see actual results for our efforts. The inmates certainly enjoy these entertainments.

Speaking of results and returns for our efforts, we have had many of them in such forms as personal letters from the veterans themselves, expressing hearty appreciation for our gifts. There have been public acknowledgments in the papers of the local towns where our gifts were received.

We have sent three portfolios to Zurich, Switzerland. The first two were in charge of the English departments, and the third in charge of the science departments. Between the sending of the second and third portfolio letters a request came from American Junior Red Cross Headquarters in Washington, D. C., asking that we make a duplicate of our portfolio letter, one that could be kept in Washington, D. C., for exhibition. We did this with our third. One copy went to San Francisco, where it was kept on exhibition before being sent to the Capital. The other copy arrived in Washington, D. C., too late to reach the school before it would be out for the summer vacation. Upon a request from London it was sent there for exhibition purposes with the promise that it would reach its destination before the girls should return to school in the fall. At that time they were just forming a Junior Red Cross in London. We have received two portfolio letters in return that are very interesting.

Two years ago a call came from Washington, D. C., requesting gifts of cheer to be sent to the children of Central Europe. We packed 80 boxes of sweet-meats and 90 boxes of gifts. In the 90 boxes such things as marbles, tops, wash-cloths, and soap were sent, and a post card enclosed. Out of the 90 post cards sent 78 were returned. All expressed many thanks and good wishes to us. Our boxes reached the children in Vienna. This year we hope to send 150 boxes to children in Japan like those we sent to Vienna.

In previous years we have financed our projects by voluntary contributions and benefit entertainments. This year we expect to take a certain per cent of the proceeds of a play and an operetta which our school will give.

Junior Red Cross in the high school creates for one who is a student of history a better understanding and a more friendly spirit toward the people in far off countries. But for us all it creates a feeling of unity and responsibility. As students, we cannot give sums of money nor ourselves to the Red Cross, but we do enjoy doing these small things and as we look at the Junior Red Cross we find that this fact is undoubtedly true that "it is much finer to serve some one else than to serve one's self."

# JUNIOR RED CROSS

## NEWS

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VOL. 5 JANUARY, 1924 No. 5

### National Officers of the American Red Cross

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Editor, Junior Red Cross News  
AUSTIN CUNNINGHAM

### Aspiration

*Let me be a little kinder, let me be a little blinder  
To the faults of those about me; let me praise a little more;  
Let me be, when I am weary, just a little bit more cheery;  
Let me serve a little better those that I am striving for;  
Let me be a little braver when temptation bids me waver;  
Let me strive a little harder to be all that I should be;  
Let me be a little meeker with the brother that is weaker;  
Let me think more of my neighbor and a little less of me.*

—Anonymous

**Why Give to the Junior's National Children's Fund?** If anyone should ask Why a National Children's Fund? the question would be equivalent to Why a Junior Red Cross? The American Junior Red Cross has been enabled, in the name of American school children, to carry a message of good will to the four quarters of the globe, in a universally understandable language, by means of the National Children's Fund. The help given through this fund has been mainly in the nature of educational projects—very understandable, and greatly appreciated. Evidences of the great value of the work made possible by this fund are to be found in this issue of the NEWS. As many as half a hundred combined educational and relief projects have been in operation at one time in a dozen different countries, with the result that countless little friends have been made for American children in as many parts of the world. These children are the future citizens of their respective countries, and can never forget, nor cease to be grateful for, the strong helping hand extended to them by their young friends in the United States at a time when man-made wretchedness, growing out of ignorance and war conditions, seemed to surround and overwhelm them.

Now, when it is realized that the scope of the National Children's Fund includes domestic or home activities in behalf of needy children, the wisdom of aiding through that channel is apparent.

It is the privilege of every school enrolled in the American Junior Red Cross to contribute to the National Children's Fund; in fact, it is assumed when a school enrolls that it will help in this way. It is preferred that money for this purpose be raised through some co-operative effort, especially through the giving of a Junior Red Cross playlet (see your file of JUNIOR RED CROSS NEWS) or the Junior Red Cross Pageant, "The Court of Service."

**"I Want to Thank the Junior Red Cross"** In these words a principal of a New York City school begins a written opinion. "I want to thank the Junior Red Cross for the opportunities it has afforded me for bringing home to my pupils in concrete, vital, and practical manner, numerous lessons in co-operation and service to mankind." The Central Committee of Junior Red Cross for Greater New York has printed a summary of the views of teachers bearing on the Junior Red Cross in the following terse sentences:

1. Red Cross Dues—Inculcate habits of self sacrifice.
2. Junior Red Cross Magazine—
  - (a) Teaches children to know other children—instills spirit of tolerance and love.
  - (b) Literary value—increases their store of knowledge. Makes geography real—cities are not places on a map—but homes of other children.
3. Junior Red Cross School Correspondence—
  - (a) Actual touch with children across seas fosters understanding and appreciation of the fact that all children have the same feelings and joys. All are 'God's Children.'
  - (b) Cultural—children learn customs of other countries through this correspondence.
  - (c) Fosters a pride in composition writing.
4. Junior Red Cross Christmas Boxes—
 

Teach children the spirit of loving thoughts for others—the joy of giving.
5. Red Cross Club teaches—
  - (a) Parliamentary procedure.
  - (b) Responsibilities of citizenship.
  - (c) Learning to do by doing.
6. Calendar—
 

Through its suggested activities embraces service of all kinds."

A. R. C. J. R. C.

### Recreational and Educational Motion Pictures

JUNIOR RED CROSS and AMERICAN RED CROSS motion pictures on subjects of service and hygiene, together with beautiful scenes of foreign lands, are available to schools, churches, clubs, and other non-theatrical organizations through the following libraries of the SOCIETY FOR VISUAL EDUCATION, INC., the exclusive national distributor for these productions.

Rental rates—\$2.00 per reel per day

Make your bookings through distributor nearest you.

- Chicago, Ill.—Society for Visual Education, Inc., 806 West Washington Blvd.  
Boston, Mass.—Copley Motion Picture Service, 454 Stuart Street.  
New York City—Society for Visual Education, Inc., 130 W. 46th St.  
Oklahoma City, Okla.—H. O. Davis, 125 S. Hudson Street.  
Berkeley, Calif.—University Extension Division, 301 California Hall.  
St. Paul, Minn.—Saint Paul Institute, 4th St. Front, Auditorium.  
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Detroit, Mich.—Michigan Film Library, 338 John R. Street.  
Atlanta, Ga.—Enterprise Distributing Corp., 104 Walton Street.  
Washington, D. C.—Southern Moving Picture Corp., 310 McGill Building.

# PETER PAN'S SPRING HOUSECLEANING

## CHARACTERS

PETER PAN, a boy who will never grow up.

JANE, Wendy's daughter. THE LOST BOYS, Tootles, Nibs, Slightly, and Curly.

THE PIRATES, Captain James Hook; Bill Jukes, the cook, and several others; all ignorant and dirty.

TRAMPS, of the Gloomy Variety. The leader, Longface, has never smiled.

## ACT I.

Scene in Jane's home. Jane is curled up in an arm chair reading. Peter Pan enters on tip-toe. Goes to Jane's chair and covers her eyes with his hands.

PETER PAN (teasingly): Guess who?

JANE: Could it be—could it be Peter Pan?

PETER PAN (removes hands, accusingly): Somebody told you.

JANE (laughingly): Never! Cross my heart and look up the chimney. I guessed it. Truly I did. Wendy is my mother, you know. She talks about you so much I feel as if I had known you always. (Softly.)

Peter, how I wish I could do your spring cleaning, as mother did when she was a girl.

PETER: Lady's wishes shall be granted. To tell you the truth I came for the very purpose of fetching you back to the Neverland with me.

JANE: Did you really? How jolly! (Pauses; shakes head sadly.) I forgot. I couldn't possibly go away and leave Mummy.

PETER: Oh, Wendy wouldn't mind if you went with me. Besides I would bring you back in a week's time. (Sighs.) Lost boys need a mother's care more than any others.

JANE: Tell me about the lost boys, Peter.

PETER: Oh, they are the children who fall out of their perambulators. If no one claims them within seven days I pick them up and take them home.

JANE: How sweet of you, Peter. (Hesitatingly.) I'm afraid I haven't had much experience in being a mother. The boys might not like me.

PETER (coaxingly): They would love you! You have no idea, Jane, how empty a home is without a



Capt. James Hook waves a wicked looking knife as a baton

By Louise Franklin Bache

ILLUSTRATED BY HENRY C. PITZ

mother. Think of it, no one to mend your clothes; no one to make you keep clean and no one to give you good things to eat, and no one to tuck you in at night. You couldn't find it in your heart to refuse to mother us for a little while, could you, Jane?

JANE (slowly): No, I don't believe any Junior could. (Rises.) I'll be with you, Peter, as soon as I kiss Mummy good bye. (Peter bows gallantly; Jane runs out.)

## ACT II.

Scene in forest of Neverland. Slightly enters running. His clothes are ragged and dirty. He looks cautiously about him and whistles through fingers. Three boys enter equally ragged and dirty.

SLIGHTLY (in a whisper): The Pirates are hot on our heels.

CURLY: Yes, and

after the Pirates is Longface, the treacherous tramp king with his hardened gang. After the tramps are the wild animals. After the wild animals is a hungry crocodile. If one doesn't catch us the others surely will.

TOOTLES: Something is always chasing somebody on this island. (Wild chanting is heard. Boys leave stage, running frantically. Enter Pirates. Capt. James Hook waves a wicked-looking knife as a baton.)

PIRATES: \* "Avast belay, yo ho, heave to, A-pirating we go.

And if we're parted by a shot  
We're sure to meet below."

HOOK (fanning himself with hat): There ain't a mite o' use rushin' things. Them boys is our'n for takin'.

BILL JUKES: Cap'n. I've got a bright ideer.

HOOK: Vegetable, mineral, or boy.

BILL JUKES: Boy.

HOOK (roughly): Spill'er then.

BILL JUKES: It's a bran' new torture, Cap'n, to work on them kids of Peter Pan's. We've kept 'em so busy

\* From Barrie's Peter and Wendy.

runnin' lately (Guffaws from the rest of the pirates), they ain't had much opportunity to stuff their tummies. Thinks I to myself, Bill Jukes, this is the time to put a trick over on 'em that will make an execution of old Flint's seem mild. You up and cook 'em a basket o' victuals and puts in it all the things they ought'ner to eat—fried things swimmin' in grease, all kinds of sickly rich things, heaps of sour spicy things, strong coffee, cheap kind o' candy, and the like. Boys never think of usin' their heads, you know, when their stomachs are concerned. Down that stuff will go as soon as they sets eyes on it. The faster they gobble the worse they'll feel afterwards. That's hum'n nater!

HOOK (slapping Jukes on shoulder): You're a cook after me own heart. Come on, dogs. (This to men.) We've got some fun ahead if we carry out Old Saucepan's scheme. (Exit pirates, singing. Tramps enter. Parley held in pantomime, —many gestures. All wear gloomy, sour expressions. Frightful noises. Tramps leave in terror. Peter and Jane enter, laughing. Jane carries a bag with red cross on it.)

PETER: Ah, the cleverness of us! They thought all the demons and wild beasts of the forest were after them when they heard the noises we made.

JANE (looking anxiously about): You don't suppose anything dreadful could have happened to the boys. I can't see them anywhere.

PETER: Leave them to me. I'll soon find out. (Calls.) Tootles, Nibs, Slightly, Curly! Come home at once! You have a mother. (Boys hurry in. Jane rushes forward,—arms outstretched. She stops.) I suppose I ought to kiss you if I am really and truly to be your mother. But you are rather dirty, aren't you?

BOYS (in chorus): Yes m'am.

JANE (sternly to Peter): When did these boys last have a bath?

PETER (scratching head): I don't believe I exactly remember.

CURLY: I do! It was last housecleaning time.

JANE (horror stricken): Oh! Oh! Oh! You should have been having warm, all-over, soap-sud baths at least once a week, and a sponge or shower bath every day. That's 52 whole baths you've missed, and 365 half ones. How appalling figures are! You must all be scrubbed at once. Run quickly and fetch all the washing supplies you can find and—plenty—of—soap—and—water. (Exit boys.)

PETER: You musn't blame the boys, Jane. They've had so many enemies chasing them, they really haven't had time to keep clean.

JANE: People who are dirty always have something after them. They're lucky if the things don't catch

them, too! (Enter boys, running. One carries bench. The others bring washbasins, soap, etc. Jane directs boys. Bench with basins in center front of stage; boys stand behind basins, facing audience.)

PETER: One, two, three! Ready, start! (Scrubbing follows. Boys grimace and grunt. Peter, severely) Any boy who makes a sound after I finish speaking is a cowardly pudding! (Silence. Grimaces continue.)

JANE (inspects each boy thoroughly). (To Curly): Remember your ears, Curly. (To Tootles): Below every boy's face is located a neck. Don't forget that, Tootles. (To Nibs, who is splashing): It isn't the floor I want cleaned, Nibs. It's yourself! (To Slightly, who is only pretending to scrub): You're cheating, Slightly, and I wouldn't advise it! Mothers have eyes in the back of their heads, you know.

CURLY (as boys apply towels): Now we are all clean, mother, may we go out and play?

JANE (firmly): No, my darling sons! Not until your teeth are brushed. (Takes toothbrushes from bag. Hands to boys. Boys pull long faces.) You positively must smile, boys, or the toothbrushes will never find their way in. (Boys grin widely.) Fine! (Use brushes.) Brush your teeth up and down. It's better for them than the long way around. Up-down! Up-

down! Don't forget to brush your teeth at least once a day. Twice is better and three times still a safer way. (Goes through motions with boys. Peter removes bench, etc.)

CURLY: Now may we play?

JANE: Oh, dear me, no! It is time for you to go to bed if we are to get the nine hours sleep every boy needs to make him "healthy, wealthy, and wise." (Grumbles.)

PETER (in thundering tones): Your mother has spoken! To bed with you at once! (Boys, who are standing in a row, immediately fall down on floor like leaden soldiers,—feet toward audience. Jane pretends to cover them up and tuck them in. Blows each a kiss. To Peter:) Open the windows, Peter, and let in all the fresh air you can. It will help the boys to grow strong, you know. (Peter opens imaginary windows. Both tiptoe off stage.)

TWOOTLES (drowsily, with eyes closed): Aren't mothers fun? (SnORES from other boys. Bill Jukes creeps cautiously in with large covered basket; places it near boys. Leaves. Tootles sniffs. Slowly.) I—smell—something good. Wonder if I'm dreaming? (Rubs eyes. Sits up. Spies basket.) I say, fellows! Wake up and see what I've found. (Heads bob up; basket is surrounded. Exclamations of delight.) I discovered the basket first and I'll divide it.



Jane: Tell me about the lost boys, Peter

CURLY (large dill pickle in hand): Finding is keeping.  
SLIGHTLY (who is having a tug-of-war with Nibs): Let go that coffee pot, Nibs.

NIBS: Won't either. I had my hand on it first.

JANE (entering): Oh, dear! what can the matter be? (Spies basket. In alarm.) Boys, don't you put a bit of that stuff in your mouths. It is poisonous.

PETER (enters; spies food): That basket was set here as a trap by some enemy. No friend would give you such food.

JANE: In the dining-room, boys, you will find a table covered with food you should eat. There is protein to build your muscles; iron to make good rich blood; lime to make your bones strong and your teeth firm, and fat and sugar to keep you warm and give you energy for work and play. Then there are the magic vitamins which in some mysterious way will help you to grow. It sounds like a Chinese puzzle, I know, but you will forget that when you once taste the good things. Let's see if you can remember what you do before you eat?

BOYS (chorus): Wash our faces and hands.

JANE (laughing): You shall all be marked one hundred. When you have eaten you may play. (Boys run out whooping in delight. Jane sighs.) What a responsibility one's descendants are, Peter!

PETER: The thing that troubles me is what I am to do with them when you leave.

JANE: I have arranged for that. (Opens bag, takes out books.) I brought four "Fitness for Service" books, as we call them at home, one for each boy. In it they are to keep a record of all the health rules they put into practice. Writing things down in black and white is a wonderful spur to one's ambitions. Remember that Peter.

PETER: You think of everything, Jane.

JANE: I'm a woman, Peter.  
(Loud shouting. Enter boys with pirates and tramps as prisoners. The boys present a very different appearance than upon first entrance. They are models of cleanness and neatness and very happy. Prisoners are dirty and dejected. Boys



enter singing: "Pack up your troubles in your old kit bag and smile, smile, smile." Tootles leads procession.)

TWOOTLES (bowing): Honorable mother and father, permit me to present as prisoners some of the worst enemies boys have ever known—Dirt, Ignorance, and Unhappiness.

CAPTAIN HOOK (sullenly): Stow the gab. I ain't no prisoner of you kids, let me tell you that. It's her that done it. She up and taught civilized things which we pirates hate. She made you boys use sich a pile of water gittin' yourselves clean that when we starts to escape we finds the lake plumb dry and our boats stuck in the mud.

LONGFACE (sullenly): It be an evil day for all gloomy critters like us when Peter Pan fetched home a mother to teach right habits o' thinkin' 'n' livin'.

PETER: Jane, this is all your doing. How wonderful it would be if you could be our mother always.

JANE (excitedly): I have just thought of a mother who will stay with you forever and ever.

PETER: Who is she?

JANE (softly): The Red Cross.

PETER (puzzled): Who is the—the—Red Cross?

JANE: She is Faith; she is Hope; she is Love! She is the wisest, greatest, and most wonderful mother in all the world.

PETER: Would she care to mother boys like us?

JANE: She would love it.

PETER: Oh, Jane, do hurry and ask her.

JANE: I shall run all the way. How proud and happy your new mother will be when she sees the records her boys are making. (Waves handkerchief.) Goodbye, Peter. Goodbye, boys.

BOYS (waving): Goodbye, mother.

PETER: There will be no need of housecleaning next spring time, but I'll come for you just the same, Jane. (Exit Jane. Peter and boys march off stage with prisoners between them to music and words of Junior Red Cross March. See page 66 of this NEWS).

## A LETTER OF GRATITUDE FROM GREECE

DEAR CHILDREN: You don't know me, but I feel as if I know every one of you well. I can imagine Josephine, Katherine, Carmela, and Rose all sitting and sewing on the warm petticoats and the underwaists that you all sent to the refugee children in Greece.

I'll tell you a secret, but please don't whisper it to anybody else: I can't make a pretty button-hole myself, although I'm all grown up. So when I saw all the buttonholes in the underwear that you made and that we were pulling out of the big bales of clothing thousands of miles away from America, I thought "What

By Mary M. A. Weiss

AMERICAN RED CROSS NURSE

a lot of hard work somebody has put on these things so that little refugee children can be helped!" It must be very uncomfortable to be a refugee. Many of them live in warehouses, theaters, bath-houses, churches, and schools.

One little girl who was bare-legged and very dirty was so delighted with her new dress that she went out to the gutter to wash off her legs in rain water.

I want to thank every one of you for every stitch you made for the dear children over here, and I'm sure they would like to thank you too if they could write in English.

# LETTING THE JUNIORS DO IT!

**I**N PRESENTING the program of the American Junior Red Cross at Trinity College, Durham, North Carolina, I decided that the most telling way would be to have the Juniors themselves appear at the assembly hour and tell about their work. Accordingly, we asked the Chairman of the best organized auxiliary in Durham, young Charles Livengood, 12 years old, to tell what their school had done since last October and what it had meant to them in their school work; we asked him to get two other Juniors to help me explain the exhibit to the teachers.

I wish I could tell how very effective this program proved to be. Charles made one of the clearest and most interesting Junior talks I ever heard. In my introduction I stated in a few sentences the history and purpose of Junior Red Cross, then turned the program over to him. His clear young voice, stating the motto and slogan of the American Juniors, telling how through the work of the organization he had learned patriotism by doing things for the service men in hospitals, had become more interested in his city through writing his part in the portfolio letter about Durham and its builders, what it means to them to have a part in sending the Christmas boxes and to get

By Elizabeth Ellis

JUNIOR RED CROSS FIELD  
REPRESENTATIVE

letters from the children overseas—thrilled every one and held them in a way wonderful to see.

Then he introduced another Junior, little Leonora de Bruyne, who told them she was helping me show them the exhibit of Junior Red Cross, and that she had charge of the table in the hall where the work of the American Juniors was displayed, and that she would be glad to answer questions about their Junior Red Cross work. Then Charles presented Ellerbe Powe, Jr., who told them he had charge of the part of the exhibit showing the JUNIOR NEWS, explaining clearly the reasons for subscribing and said, "If any of you are interested in organizing Junior Red Cross in your schools, we have some literature with the exhibit and we will be glad to give it to you; it explains all about the organization and what it can do." The dignified audience broke into spontaneous applause and simply crowded about the exhibit.

I am sure that everyone present will never forget that Junior Red Cross is a program of action, teaching citizenship through service and Americanism with a world perspective—all of which would have been weary words to them without the wonder of the experiment taking place before their eyes.

## FROM A FIT FOR SERVICE BOOK

### JANUARY

#### HOW AND WHEN TO EAT:

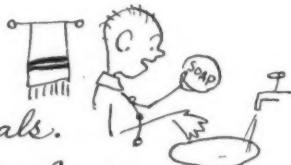


- \* I wash my hands before meals.
- \* I eat a warm breakfast before I go to school.
- \* I eat my three meals regularly.

- ✓ I eat slowly.
- ✓ I take small bites and chew my food thoroughly.

- \* I try to tell an amusing story or interesting happening of the day at each meal.

- \* I wash my teeth after meals.



**NOTE:** It is still hard for me to eat slowly and take small bites. This week I am going to think of these every time I eat.

# LITTLE FOLK'S PAGE

## The Joy of Little Things

By L. M. MONTGOMERY

Dear God, our life is beautiful  
In every splendid gift it brings,  
But most I thank Thee humbly for  
The joy of little things.

## The Red Cross Button of 1924

Button, button, who's got THE button!  
It's a button of red, white and blue;  
With a cross of bright red  
Which always has led  
Wherever there's Service to do.

## John Wesley Says

"Do all the good you can; by all the means you can; in all the ways you can; in all the places you can; at all the times you can; to all the people you can; as long as ever you can."

## Juniors' Books Go to Guam

The island of Guam, situated in the middle of the Pacific Ocean, came into the possession of the United States at the end of the Spanish War. It is made up of one town, Agana, and a number of tiny settlements scattered along the west coast. Guam is used as a coaling station for the United States Navy and is governed by Capt. A. Althouse, U. S. N.

Last July Capt. Althouse wrote to the Navy Department to ask for assistance in compiling a library for the native school children. He reported that while the older people of the island spoke and read English with great difficulty the children were getting along famously and he wished to encourage them by giving them an opportunity to read good books printed in English.

Capt. Althouse's letter was referred to the American Library Association which, however, had no funds at its disposal for such a project so the request was passed on to the American Junior Red Cross. With splendid books from the Fitchburg and Somerville, Massachusetts, schools on hand at National Headquar-



© Bachrach

*A manly type of American schoolboy, in Washington, D. C. Through the American Junior Red Cross, 5,000,000 school children are banded together to promote a happier, healthier childhood the world over*

ters, it was a very simple matter to say that the Junior Red Cross stood ready to help.

The Navy Department offered transportation free of charge and early in the fall a consignment of four hundred books was shipped on one of the battleships stopping at the island.

## The Calendar Picture for January

Among many Indian tribes December is a quiet month. No carts are used, no outside work is done, no games are played. The winter's fuel of pinyon wood is brought in and the corrals are hung with evergreen boughs to protect the animals from the cold, before the month begins; but when the January days begin to lengthen, then the boys are out again, racing their ponies through the snow and shooting at targets with their brightly painted bows and arrows. The New Year has begun!



*One way to help the National Children's Fund of your Junior Red Cross, which is aiding children at home and abroad, is to sacrifice a lollipop now and then. This drawing was made by a Westchester County, New York, Junior*

# WHAT OTHER JUNIORS SAY

## AUSTRALIAN JUNIOR RED CROSS RECORD

Our readers are familiar with the U. S. A. and the Canadian magazines, as we often give an extract from them; but they would open their eyes at the Siamese with its wonderful type, and at the Magyar, the Czechoslovakian, and the Rumanian papers. Fortunately we generally get a typewritten translation with these, though we find it very interesting to pore over the originals and wonder what the queer script stands for. We send our paper along to them, too, and no doubt those Juniors in far-off lands say, when our cheeky little wagtail\* makes his appearance, "Oh, here is a Junior Red Cross paper from that place over the sea with the funny names—New South Wales. Isn't it extraordinary the peculiar language they use! It would be so nice for us if they could only learn to speak and write like us."

## B. NEMCOVA IN CZECHOSLOVAK JUNIOR RED CROSS MONTHLY

Everyone who has anything to do with children confirms my opinion that they are not too fond of cleanliness.

They were, perhaps, no worse than our children when they first came to school. It took a good-sized piece of soap to get them a little white!

When little Pepicek had to go into the water for the first time he shrieked and struggled as if it was a matter of his life—instead of his dirt! And it took more than one tub to bring him quite clean. But resistance was all in vain—Pepicek, Karel, Mary, and Paulina, all had to take to the water.

The winter passed, Spring came and with it new life. We shall be going out to the holiday camp. We shall run about the forests—along paths, and where there are no paths—and we shall sing with the birds. We shall plunge into the water like sprites. Oh dear, oh dear, into the water? Many are afraid of the water. "I'm not going there: it'll be horrid." "Mother doesn't want me to go; if I must bathe, she says, I shall get drowned." "I'll go, but I shan't bathe"—such were the excuses and laments.

With tardy step—like all good things to which we look forward—the holidays came on. The children with their mistress departed for the holiday camp. The

first fine day brought them to the river. The sun shone warmly and the crystal water called an invitation. Some of the experienced ones could not resist the call, but the majority were not to be moved by either promises or threats, and sat tight on the bank.

A fortnight later—again at the river: All the thirty little campers are in the water to a man. When it's a matter of going to the river not one would stay at home, while on cold days, it is necessary to keep a good watch that they do not run off to the river on their own account. What has made this change? One of the American Red Cross ladies came to the camp and showed how the Health Game should be played.

Do you suppose anybody caught cold bathing or got ill? Not a bit of it. On the contrary, the children hardened their bodies, the sunshine browned them, and the mothers were greatly surprised when their "Red Indians" returned home. One even enquired of the mistress: "What have you done to Johnny? He has got so strong and is so clean. He is a regular nuisance every day with so much washing of himself and cleaning of his teeth."

Johnny, however, only smiled, as did all the other children, and they jump with delight into their tub—they would like to do it all together. First among them is Pepicek.

The children had grown so fond of the water that when they returned from their holidays there was nothing for it but to get a bath for the school. The water which they used to be so afraid of is today not only one of their delights—it is one of their necessities.

## AUSTRIAN JUNIOR RED CROSS MAGAZINE

Pupils of the High School in Sofia, Bulgaria, have written the following letter to the Austrian Junior Red Cross: "The Bulgarian nation is still very young. Our work can hardly be compared to that of the older nations. But we have devoted ourselves to the Junior Red Cross with all the enthusiasm of our souls. What we have created does not yet satisfy us and therefore we ask you to help us by your advice. We have supported Russian children and made toys for others."



Cover design of the Siamese Junior Red Cross Magazine, one of the newest publications to join the crusade for a more useful, a more unselfish, and a happier, healthier world

